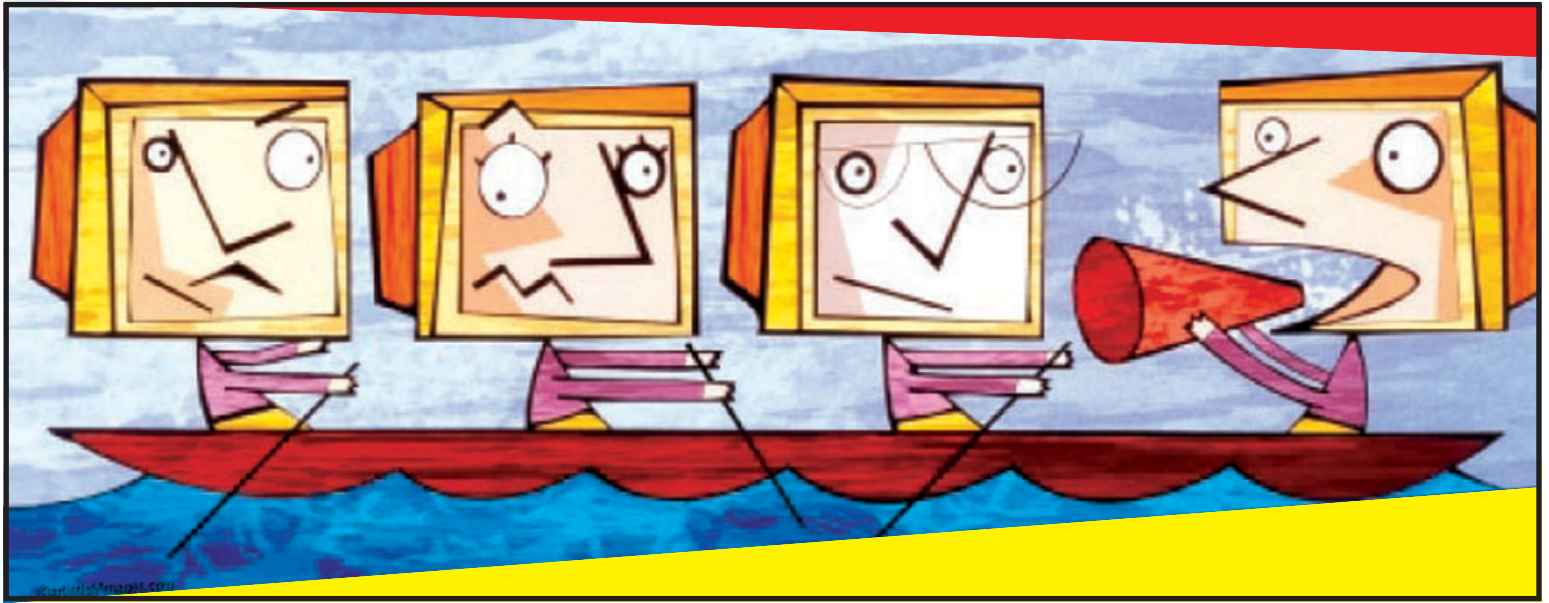


Telling Ain't Training



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Objectives

Overall Objective

Develop and deliver sound “training” based on research and evidence based principles.

Session Objectives

- ▼ Identify what facilitates and what inhibits learning in a training context.
- ▼ Define key training vocabulary terms
- ▼ State the trainer’s mantra and define it’s two major components.
- ▼ Discriminate between declarative and procedural knowledge and identify the key implications for training.
- ▼ Separate scientific findings from training lore and identify implications for training practice.
- ▼ Name and describe six universals of learning research that have stood the test of time.
- ▼ Apply a research based s-step model for building and delivering effective training.

S.O.S. Save Our Session!

You have 45 seconds to master the 17 digit code. Enter it in 30 seconds or the bomb explodes and the session is destroyed!

Ready?... Go...



You Can't Miss It

	No Problem	Unsure	Don't Know
Where's the parking lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where are the rental cars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What do you have to pass to get out of the parking lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What do you see just before the road veers right out of the parking lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
After the second fork, what do you watch for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you go over or under the viaduct?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which highway do you take?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No Problem	Unsure	Don't Know
Where's the parking lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Where are the rental cars?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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After the second fork, what do you watch for?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you go over or under the viaduct?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Which highway do you take?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I Learn Better When...

Column A	Column B
<input type="checkbox"/> someone who knows something I don't, explains and describes it to me.	<input type="checkbox"/> I dialogue and discuss with someone who knows something I don't.
<input type="checkbox"/> I observe a demonstration.	<input type="checkbox"/> I get involved and try things out during a demonstration.
<input type="checkbox"/> I attend lectures in which an instructor presents information to me.	<input type="checkbox"/> I attend sessions in which an instructor engages me in a two-way interaction.
<input type="checkbox"/> I see what's in it for the organization.	<input type="checkbox"/> I see what's in it for me.
<input type="checkbox"/> there is a lot of detailed content.	<input type="checkbox"/> there is minimal, meaningful content.
<input type="checkbox"/> what is presented to me is organized according to the logic of the content.	<input type="checkbox"/> what is presented to me is organized according to the logic of how I learn.
<input type="checkbox"/> when I am shown how things are done.	<input type="checkbox"/> when I get to try things for myself.
<input type="checkbox"/> I attend long learning sessions.	<input type="checkbox"/> I attend short learning sessions.
<input type="checkbox"/> I am in a formal instructional setting.	<input type="checkbox"/> I am in an informal work and learning setting.
<input type="checkbox"/> I am told how things work.	<input type="checkbox"/> I experience how things work.

Good Training and Bad



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Conclusions

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What Others Have Said About...

Great Training

- ☐ It responded to my needs.
- ☐ I could see how it applied to me.
- ☐ There was a lot of participation.
- ☐ I was drawn in quickly.
- ☐ The explanations were clear and concise.
- ☐ I could relate to the examples.
- ☐ It applied to my job.
- ☐ I could ask questions at any time.
- ☐ I didn't feel stupid.
- ☐ I understood where I was going.
- ☐ There were lots of take-aways I could use.
- ☐ It helped me do my work better.
- ☐ The session was interactive.
- ☐ I could try out what was taught.
- ☐ I got feedback on how I did.
- ☐ There was warmth and humor.
- ☐ I learned a lot from the other participants.
- ☐ The materials were clear and useful.
- ☐ I felt respected.
- ☐ There was lots of two-way communication.
- ☐ There wasn't a lot of time wasted.
- ☐ The instructor "spoke my language."
- ☐ I felt I added value to the session.
- ☐ I learned a lot of useful stuff... for me.
- ☐ _____
- ☐ _____

Bad Training

- ☐ It was too far removed from my interests.
- ☐ I couldn't see how I would use it.
- ☐ It was a one-way transmission of information.
- ☐ I soon was in information overload.
- ☐ There was little to no discussion.
- ☐ There was little to no practice.
- ☐ There was little to no feedback to me personally on what I did.
- ☐ The materials were poorly designed.
- ☐ A lot of time was wasted.
- ☐ There was very little I could take back to my job.
- ☐ The content was okay but the methods for communicating were poor.
- ☐ I was a passive listener most of the time.
- ☐ I couldn't understand what was being taught.
- ☐ The language and/or jargon lost me.
- ☐ There were very few, if any, examples I understood.
- ☐ It was dull, monotonous and boring.
- ☐ There was little to no class interaction with other participants.
- ☐ I was just another body in the course.
- ☐ I felt disrespected.
- ☐ I contributed nothing or little to the session.
- ☐ I didn't learn much.
- ☐ I couldn't ask questions when I wanted to.
- ☐ _____
- ☐ _____

Some Basic Vocabulary: The Terms of the Trade

Training:

Instruction:

Education:

Learning:

Terminology Test

Term	Meaning
1. _____ Training	A. Change. Change in mental structures that lead to the potential for behavior change.
2. _____ Instruction	B. Activity whose purpose is to create a change in learners so that they consistently reproduce the same behaviors without variation, and increasingly more accurately and automatically.
3. _____ Education	C. The result of a variety of life experiences and highly generalized learning principles and events. Its purpose is to build general mental models and value systems.
4. _____ Learning	D. Activities that help learners generalize beyond the specifics of what is taught.

The Trainer's Mantra:
"Learner-centered...performance-based"

Which Would You Do?

Imagine that you are an accountant and have been asked to run a training session next week for a group of technical and professional personnel recently promoted to managers. Your mandate is to teach cash flow management to these non-financial managers. What will you do to prepare? Be honest and check off which of the following two scenarios more closely describes actions you would take.

- ☐ **A.** Gather materials on cash flow management. Examine documents for key concepts and terms. Create an outline of the content in logical sequence so that you ensure you hit all the fundamentals. Study up and rehearse so that you appear credible and can answer any content questions the learners raise. Put together information and exercises that clarify what cash flow is and how it works. Verify that all your content is accurate and state of the art. Desired end = durable change.
- ☐ **B.** Gather information on the prospective learners' jobs with respect to cash flow. Gather information on the learners' backgrounds and experiences concerning cash flow management. Investigate to identify problems new managers encounter and create with respect to cash flow. Gather a list of organizational expectations of these newly appointed managers concerning cash flow management. Create realistic scenarios and tools to help the learners acquire expected competencies. Create a list of benefits to them and the organization when they manage cash flow well.

Which is Performance-Based?

From the two choices below, check off the one that is consistent with a performance-based philosophy:

- ☐ **A.** They should be aware of the technical specifications of each item in the newly released product line.
- ☐ **B.** They should be able to match the right product from our new product line to the customer's need and demonstrate with concrete examples the benefits of the selected product in terms the customer understands.

Knowing Ain't Doing... Doing Ain't Knowing

If you aren't aware, you can't learn.

Which way does Lincoln face on the American penny?

Check off your selection.



Even though you have handled pennies thousands of times, you have probably not been aware of which way Lincoln faces. Hence, you have to think. And you may still get it wrong.

Building awareness is a first step to building learning and performance.

Which way does the president face on the dime?

Let's build a mnemonic to remember the direction Lincoln faces on the cent.

Lincoln always tried to do right by the people.



Declarative and Procedural Knowledge

If the objective requires that learners...	Then the type of knowledge to be acquired is...
name, list, identify, define, differentiate between, match, point to, recall, select, state, explain or in any way simply talk about something	declarative knowledge
do something such as perform an operation, manipulate objects or symbols, build, create, perform a procedure, solve a problem, or apply knowledge to achieve a result	procedural knowledge

Self-Test

1. ____ Organize the physical environment for a harassment hearing.
2. ____ Describe the harassment hearing process.
3. ____ Probe for details during a harassment hearing.
4. ____ Explain the follow-up steps to a harassment hearing.

Hit or Myth

Statement		
	Hit	Myth
▼ Since some learners are more visual while others are more auditory, this is key for effective learning.	<input type="checkbox"/>	<input type="checkbox"/>
▼ The more enjoyable the instructional methods, the greater the learning achievement.	<input type="checkbox"/>	<input type="checkbox"/>
▼ Working out problems on your own results in better problem-solving performance than studying those that have already been worked out.	<input type="checkbox"/>	<input type="checkbox"/>
▼ Technology is the key to future workplace learning success.	<input type="checkbox"/>	<input type="checkbox"/>
▼ Successful performance during training usually results in improved performance on the job.	<input type="checkbox"/>	<input type="checkbox"/>

The Six Universals From Learning Research

To summarize, our success in business depends on the performance of people. It is amazing how poorly we support human performance. Helping people learn is one way of helping them perform. We know how to do this when we are in the learner role. Why not put this knowledge to work as trainers?

Telling people through information transmission does not work well. Your mother told you not to do many things. But you did them anyway. That is when you learned. Here are six words that sum up what a lot of research on human learning tells us. Jot down a few notes to clarify their meanings.

Why

What

Structure

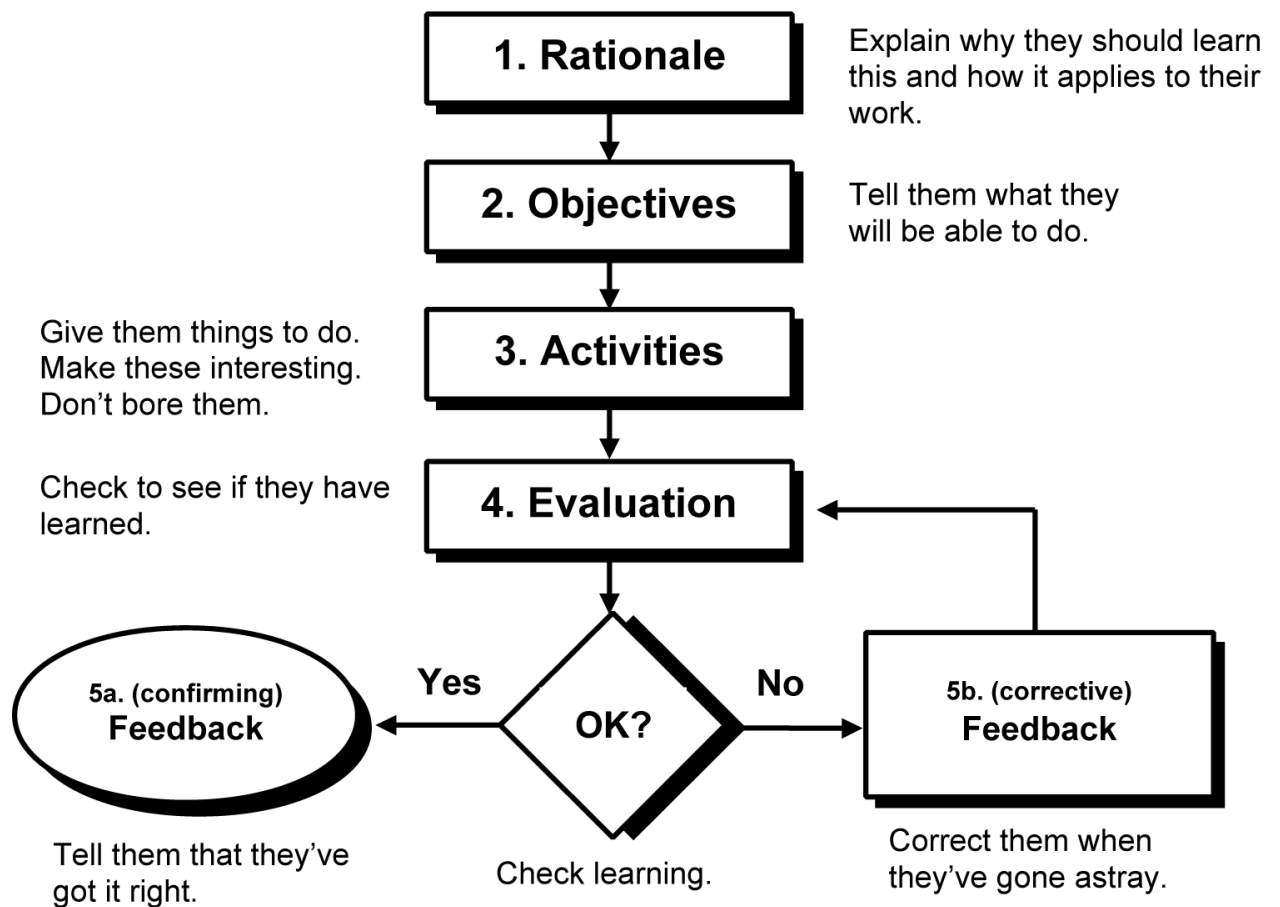
Response

Feedback

Reward

Apply these six universals every time you seek to train/transform others. The probabilities of your success will skyrocket.

Planning Your Training - Five-Step Model



Training Session Planning Sheet

Five-step model for structuring training		Training Session Planning Sheet
<pre>graph TD; R[Rationale] --> O[Objective]; O --> A[Activities]; A --> E[Evaluation]; E --> OK{OK?}; OK -- Yes --> CF([confirming Feedback]); OK -- No --> CRF[corrective Feedback]; CRF --> E</pre>	<p>Session title: _____</p> <p>Target audience: _____</p> <p>Time allotted: _____</p> <p>Rationale: _____</p> <p>Objectives: _____</p> <p>Activities: _____</p> <p>Evaluation: _____</p> <p>Feedback: _____</p>	

Resources

Stolovitch, H.D. and Keeps, E.J. (2002). **Telling Ain't Training**. Alexandria, VA: American Society for Training and Development.

Why does training fail or succeed? How can the learning program designer make learning stick? These are the central questions this very practical, yet strongly researched-based volume address -- and in large measure answers. It offers many rich examples and tools to bring each principle it teaches to life. A fun, rewarding read.

Stolovitch, H.D. and Keeps, E.J. (2005). **Beyond Telling Ain't Training Fieldbook**. Alexandria, VA: American Society for Training and Development.

Beyond Telling Ain't Training Fieldbook is the answer to these many requests to provide a practical guide to help individuals and their organizations fully implement the powerful principles in *Telling Ain't Training*. Beyond Telling Ain't Training provides readers with concrete actions and support materials to help transform telling to training. You will find useful worksheets, assessments, tools and advice that will enable you and your organization to realize the true value of workplace learning.

Stolovitch, H.D. and Keeps, E.J. (2004). **Training Ain't Performance**. Alexandria, VA: American Society for Training and Development.

Training ain't performance is a whimsical and entertaining exploration of human performance improvement. Readers of this book are gently guided to a solid understanding of performance and how to apply what they learn inside its pages to achieve real organizational value. Through numerous practical exercises, examples and valuable insights, it explains how organizations can obtain the highest returns from their training investments.

Stolovitch, H.D. and Keeps, E.J. (2006). **Beyond Training Ain't Performance Fieldbook**. Alexandria, VA: ASTD Press.

This comprehensive fieldbook extends the authors' previous volume, **Training Ain't Performance**, from concept to organizational application. Every chapter is filled with guidelines, job aids, worksheets, tools and activities to help transform traditional training or learning and development groups into Workplace Learning and Performance (WLP) professionals teams. It guides the individual reader to assume the role of performance consultant, then goes beyond to build entire WLP organizations. All of the tools are provided in hard copy and on CD-ROM for organization, application and adaptation.